



MIDLAND VALLEY HIGH

227 Mustang Drive
Graniteville, SC 29829

Grades	9-12 High School	
Enrollment	1,227 Students	
Principal	Doris M. Hickson, Ed. D.	803-593-7100
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Harkins	803-663-1703

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	At-Risk
2009	Average	Good
2008	Average	Good
2007	Below Average	Below Average
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	11	23	1	0

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	81.4%	77.9%	72.9%	80.4%	75.5%	77.8%
Passed 1 subtest (%)	10.0%	13.4%	13.7%	10.9%	13.3%	11.4%
Passed no subtests (%)	8.6%	8.8%	13.4%	8.7%	11.2%	11.0%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	88.8%	89.9%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	331	325	280	284
Number of Graduates in Cohort	210	213	203	200
Rate	63.4%	65.5%	74.1%	71.2%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	75.6%	74.7%
English 1	61.0%	67.0%
Physical Science	47.7%	54.5%
US History and the Constitution	28.3%	42.8%
All Tests	52.0%	59.5%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,227)				
Retention rate	5.5%	Down from 7.0%	3.7%	3.7%
Attendance rate	94.8%	No Change	95.3%	95.4%
Eligible for gifted and talented	15.3%	Up from 13.1%	11.9%	12.4%
With disabilities other than speech	12.0%	Up from 10.8%	13.1%	12.8%
Older than usual for grade	12.9%	Up from 11.3%	9.4%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	1.2%	1.1%
Enrolled in AP/IB programs	16.7%	Up from 8.1%	13.0%	13.1%
Successful on AP/IB exams	38.2%	Down from 44.4%	46.0%	50.4%
Eligible for LIFE Scholarship	44.2%	Up from 42.5%	30.8%	30.4%
Annual dropout rate	6.4%	Down from 8.0%	4.0%	3.1%
Career/technology students in co-curricular organizations	13.7%	Up from 13.2%	1.0%	2.2%
Enrollment in career/technology courses	663	Down from 749	407	424
Students participating in work-based experiences	1.7%	Down from 2.2%	12.3%	11.7%
Career/technology students attaining technical skills	69.6%	Down from 71.7%	78.4%	78.7%
Career/technology completers placed	90.8%	Up from 88.7%	97.4%	98.5%
Teachers (n=62)				
Teachers with advanced degrees	62.9%	Up from 57.4%	59.4%	60.4%
Continuing contract teachers	77.4%	Up from 69.1%	80.3%	76.6%
Teachers with emergency or provisional certificates	7.4%	Up from 4.8%	5.4%	6.5%
Teachers returning from previous year	88.4%	Down from 89.9%	87.6%	86.8%
Teacher attendance rate	95.0%	Down from 96.4%	95.5%	95.8%
Average teacher salary*	\$47,038	Down 3.3%	\$47,289	\$47,390
Professional development days/teacher	10.8 days	Up from 6.8 days	10.8 days	10.0 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	31.5 to 1	Up from 28.8 to 1	27.0 to 1	25.8 to 1
Prime instructional time	88.4%	Down from 94.1%	89.2%	90.1%
Dollars spent per pupil**	\$6,702	Down 1.3%	\$7,751	\$7,974
Percent of expenditures for teacher salaries**	58.0%	Up from 47.4%	54.6%	55.4%
Percent of expenditures for instruction**	61.6%	Down from 61.9%	59.8%	60.4%
Opportunities in the arts	Good	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	82.5%	Up from 81.7%	95.4%	96.0%
Character development program	Excellent	Up from Good	Good	Good
Modern language program assessment	N/A	N/A	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	249	88.8%	1009	52.0%	325	65.5%	No
Gender							
Male	121	85.1%	528	53.4%	159	57.2%	N/A
Female	128	92.2%	481	50.5%	166	73.5%	N/A
Racial/Ethnic Group							
White	185	90.8%	702	57.1%	241	64.3%	N/A
African American	57	82.5%	245	41.2%	73	69.9%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	52	36.5%	10	60.0%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	19	57.9%	83	30.1%	26	38.5%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	43	39.5%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	104	79.8%	594	47.5%	152	50.7%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The conclusion of the 2009-2010 school year provides opportunities for the administration to reflect on the accomplishments of the Midland Valley High School (MVHS) Mustangs.

Our students distinguish themselves individually and collectively in a number of ways academically, socially, and athletically. Midland Valley High School is a Palmetto Silver Award Winner for academic success and closing the achievement gap. MVHS received the Red Carpet award for providing a family friendly environment. Additionally, MVHS received the State Department of Education Preparing for Life - Summa Cum Laude Award for High Improvement on the ACT.

Academically, one hundred students were awarded the Life Scholarship, fourteen received the Palmetto Fellows, and four students passed the Pro Start Culinary Arts National Test. The NJROTC Academic Team placed second out of 64 participating units in the region. The 2009-2010 senior class received over 5.7 million dollars in scholarships and grants.

MVHS students continue to compete and excel in local, regional, state and national competitions. In athletics, three teams won a regional title, The Archery Team won the State Title, and four students were region champions in track and field. Thirteen students signed athletic scholarships. One student participated in the Shrine Bowl, and two students participated in the North/South All Star football and softball games. Two students were named to the All State football and softball teams while one student was named to the soccer team. In weight lifting, three students achieved the status of region champions. The NJROTC and band participated in many community activities. Midland Valley High School's staff and students have excelled in service to the school and community.

To accommodate student and community needs, the Media Center hours are extended. Academic assistance is offered through the "Power of I" and teachers lead tutoring during and after school. Some teachers offer online tutoring through Moodle. Several student organizations provide academic assistance to their peers. Provisions are made for students to advance their academic standing through credit recovery, virtual school opportunities, HSAP remediation classes, and dual credit with Aiken Technical College and USC-Aiken.

Collectively, the MVHS faculty belongs to over 40 professional organizations and 60% hold advanced degrees. One coach assisted with coaching in the North-South All Star game and one assisted in the Shrine Bowl.

MVHS's faculty continues to serve as mentors, facilitators of knowledge, and providers of opportunities for students to excel. Combined with the support of families and the community, our aim is to improve the quality of life in the community and prepare students to serve globally.

Doris M. Hickson, Ed.D., Principal
Carol Meyer, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	64	218	36
Percent satisfied with learning environment	78.1%	65.3%	68.6%
Percent satisfied with social and physical environment	79.7%	72.7%	55.6%
Percent satisfied with school-home relations	56.3%	79.6%	50.0%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

NO

This school met 10 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.1%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.8%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	321	96.3	15.7	31.4	33.4	19.5	64.1	68.7	65.9	No	Yes
Male	145	95.2	19	31.7	34.1	15.1	54.8	62.2	60.8	N/A	N/A
Female	176	97.2	13	31.1	32.9	23	71.4	74.5	71	N/A	N/A
White	219	96.8	11.8	29.7	36.9	21.5	68.7	78.9	77.5	No	Yes
African American	82	93.9	23.6	37.5	23.6	15.3	52.8	51.7	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	94.1	80.2	I/S	I/S
Hispanic	20	100	25	25	35	15	60	60.9	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	46	91.3	52.6	31.6	10.5	5.3	21.1	16.6	21.3	I/S	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	59.6	47.3	I/S	I/S
Subsidized meals	201	95	19.3	32.4	33	15.3	57.4	53	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	321	96	20.6	33.2	29.4	16.8	59.1	63.2	62.3	No	Yes
Male	145	93.8	23.2	32	27.2	17.6	55.2	62.3	61.7	N/A	N/A
Female	176	97.7	18.6	34.2	31.1	16.1	62.1	64	63	N/A	N/A
White	219	95.4	16.6	35.2	27.5	20.7	62.2	73.7	75	No	Yes
African American	82	96.3	28.8	27.4	34.2	9.6	53.4	46	44	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	82.4	85.5	I/S	I/S
Hispanic	20	100	30	35	30	5	50	54.4	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	46	89.1	62.2	18.9	18.9	0	24.3	17.9	22.1	I/S	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	53.8	52.6	I/S	I/S
Subsidized meals	201	94.5	26.3	33.1	27.4	13.1	54.9	46.3	48.1	No	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	314	90.8	68.8	15.1	10.5	5.6	16.1	N/A	N/A	N/A	N/A
Male	140	87.1	67.2	16.4	12.3	4.1	16.4	N/A	N/A	N/A	N/A
Female	174	93.7	69.9	14.1	9.2	6.7	16.0	N/A	N/A	N/A	N/A
White	216	91.7	66.2	15.7	12.1	6.1	18.2	N/A	N/A	N/A	N/A
African American	78	87.2	72.1	14.7	7.4	5.9	13.2	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	20	95.0	84.2	10.5	5.3	0.0	5.3	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	40	72.5	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	11	90.9	90.0	10.0	0.0	0.0	0.0	N/A	N/A	N/A	N/A
Subsidized meals	195	89.2	77.0	12.1	7.5	3.4	10.9	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2009	310	99.4	14.7	35.6	29.8	19.9	61	65.9	61.8
	2010	321	96.3	15.7	31.4	33.4	19.5	64.1	68.7	65.9

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2009	310	99.4	15.4	32.9	27.1	24.7	64	66.5	62.7
	2010	321	96	20.6	33.2	29.4	16.8	59.1	63.2	62.3

* Adjusted to account for natural variation in performance.